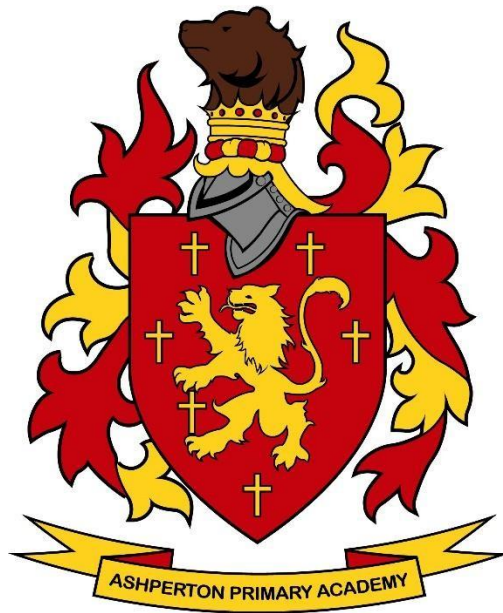




Ashperton Primary Academy Trust

Special Educational Needs and Disability Policy

SD3

Date policy last reviewed: September 2026

Signed by:

Headteacher

Date:

Chair of Trustees

Date:

1. Introduction

Aims of this policy

Ashperton Primary Academy Trust (APA) values the contribution that every child and young person can make to the community and welcomes the diversity of culture, religion and intellectual style. APA seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all its pupils.

All children and young people with SEND are valued, respected and are equal members of the school. Pupils with SEND are encouraged from Reception age upwards to be involved in the educational process in a way appropriate to their age, maturity and ability. All staff strive to make children feel that they have a valuable contribution to make and that their views are welcome and taken into consideration. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Trustees, Headteacher, SENDCo, teachers and all other members of staff have important responsibilities.

Our policy and practice reflect the philosophy and fundamental principles found within the Special Educational Needs Code of Practice 2015, particularly section 6.1.

Provision to meet the needs of children and young people with SEN (Code of Practice 2015)

High quality first teaching is differentiated and personalised to meet the needs of all children at Ashperton Primary Academy Trust. Some children and young people need something additional to, or different, from what is provided for the majority of children; this is special educational provision and Ashperton Primary Academy Trust endeavours to ensure that this provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

For children and young people with SEND it is important: to know precisely where they are in their learning and development; to ensure decisions are informed by the insights of the parents/carers, the child, teacher, SENDCo and any appropriate professionals; to have high ambitions and to set stretching targets for them; to track their progress towards these goals; to keep under review the additional or different provision that is made for them; and to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

The leadership team are responsible for establishing and maintaining a culture of high expectations: a culture that expects those working directly with children and young people with SEND to include them in all the opportunities available to other children and young people; to facilitate their participation and to ensure that they achieve well.

2. Definition of SEND (Code of Practice 2015)

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.” A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

The Four areas of Special Need

Children’s needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child’s ability to function, learn and succeed.

The areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

These areas of need are explained fully in the Code of Practice document 2015.

Children experiencing difficulties in any one or a combination of these areas may be entered on the school’s SEND register.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

3. Roles and responsibilities in the provision of education for pupils with SEND in the school

“Special educational provision is underpinned by high quality teaching and is compromised by anything less,” Code of Practice 2015.

The Trust Board:

- ✦ in co-operation with the Headteacher, determines the APA's general policy and approach to provision for children with SEND.
- ✦ establishes the appropriate staffing and funding arrangements.
- ✦ maintains a general oversight of APA's work.
- ✦ appoints a SEND trustee to take a particular interest in and closely monitor APA's work on behalf of children with SEND.
- ✦ consults the LA and the governing bodies of other schools, when it is necessary or desirable, in the interests of coordinated special educational provision in the area as a whole.
- ✦ reviews the SEND policy annually.
- ✦ publishes the SEND report and policy on APA's website and updates annually.
- ✦ ensures that a qualified teacher with an appropriate SENDCo qualification is responsible for SEND provision from pre-school to Year 6.

The Headteacher:

- ✦ has responsibility for the day-to-day management of all aspects of APA's work, including provision for children with SEND;
- ✦ keeps the Trust Board fully informed of SEND matters in the school.
- ✦ works closely with the SENDCo in referring SEND pupils to specialist agencies.

The SENDCo:

- ✦ must be a qualified teacher working at APA and must achieve an NPQSENCO award within 3 years of appointment.
- ✦ has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- ✦ provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.
- ✦ is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo may include (from Code of Practice 2015):

- overseeing the day-to-day operation of APA's SEND policy.
- coordinating provision for children with SEND.
- liaising with the relevant designated teacher where a looked after pupil has SEND.

- advising on a graduated approach to providing SEND support.
- advising on the deployment of APA's delegated budget and other resources to meet pupils' needs effectively.
- liaising with parents of children with SEND.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the LA and LA support services.
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- working with the Headteacher and Trust board so that APA meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the pre-school keeps the records of all children with SEND up to date.

All teaching staff will

- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.
- Identify and address potential areas of difficulty at the outset of work.
- In consultation with the SENDCo draw up provision for pupils with SEND.
- Be responsible for notifying the SENDCo of any concerns they have of any children in their class, which may indicate a special educational need.
- Be responsible for teaching children with SEND in their class using appropriate strategies and materials.
- Set appropriate outcomes for the children to work towards.
- Allow time and plan activities on a weekly basis for an individual child, or a group of children with the same identified needs, to work towards their outcomes.
- Maintain records to show the progress of children with SEND.
- Attend and/or contribute to meetings in respect of pupils in their care.
- Work with the SENDCo to identify their own training needs with regard to SEND.

Teaching Assistants will

- ✦ Support the delivery of Quality First Teaching and assist the class teacher in meeting the needs of all pupils, including those with SEND.
- ✦ Provide targeted support for children with SEND under the direction of the class teacher and SENDCo.
- ✦ Develop positive working relationships with parents and professionals.
- ✦ Assist with the recording, monitoring and evaluation of pupils' progress.
- ✦ Assist with the identification and effective provision of appropriate resources.
- ✦ Attend relevant meetings and undertake appropriate INSET training.

- ✦ Work alongside teaching staff and the SENDCo in the preparation, implementation and review of provision.
- ✦ Contribute to annual review meetings.
- ✦ Foster independence in learning and managing physical needs.
- ✦ Enable the pupil to access the whole curriculum as far as possible.
- ✦ Plan work programmes or differentiated tasks with the class teacher.
- ✦ Prepare material to assist pupils' learning.
- ✦ Keep accurate and concise records where appropriate.

5. Provision for pupils with SEND Curriculum Access and Differentiation

All children and young people are entitled to an education that enables them to:

- ✦ Achieve their best.
- ✦ Become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further or higher education or training.

At Ashperton Primary Academy Trust all pupils with SEND are taught most of the time with their peers in mainstream classes by the class teachers and study the curriculum appropriate for their age. All teaching and support staff strive to plan and teach with an awareness of the National Curriculum Inclusion Statement to:

- ✦ Provide suitable learning challenges
- ✦ Meet the pupils' diverse learning needs
- ✦ Remove the barriers to learning and assessment

With advice and support from the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified, or support is provided to enable pupils with SEND to access the learning or assessment process.

The staff are aware of the potentially negative impact of withdrawal sessions and seek to promote the positive aspects of withdrawal when this is necessary, keeping pupils within the classroom where appropriate. APA feels that potential negative effects are outweighed by the positive effects to children in need of small group or individual support. Many children (including those without SEND) are withdrawn for various reasons.

Programmes of intervention offered are for a fixed length of time and carefully planned in the timetable so that all pupils generally have access to the full curriculum throughout the school year.

How pupils with SEND are identified and their needs determined and reviewed

Identification

APA aims to identify children with SEND as soon as possible after they arrive at the school, whether starting in Reception, or moving from another school.

- ✦ At Ashperton Primary Academy Trust we assess each pupil's current skills and levels of attainment on entry – this is done through teacher assessment, formative assessments, observations and in some cases summative assessments.
- ✦ Children within the Early Years Foundation Stage are identified, using the outcomes of developmental assessments as outlined in the Early Years Foundation Stage (EYFS) to target early help to children experiencing developmental delay.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress and attainment for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they will be given extra support.

Adequate progress can include progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or improves the child's previous rate of progress; closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the additional support that is required to support the child.

Additional Educational Needs

Once a potential special educational need is identified, four types of action should be taken to put effective support in place (Assess, Plan, Do, Review). These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

Before identifying a child as needing SEND support, the class teacher, working with the SENDCo, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the pupil's progress, attainment and

behaviour records. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

Ashperton Primary Academy Trust will take seriously any concerns raised by a parent. These will be recorded and compared to the school assessment and information on how the pupil is developing.

Assessments will be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Assessment data will be obtained using various methods such as:

- ✦ reading, comprehension and spelling ages
- ✦ GL dyslexia assessment (A Renaissance Company)
- ✦ GL dyscalculia assessment (A Renaissance Company)
- ✦ British Picture Vocabulary Scale
- ✦ National Curriculum Tests
- ✦ Observation
- ✦ Phonics assessments
- ✦ Formative assessments
- ✦ Conversations

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with APA to help inform the assessments. Where these professionals are not already working with school staff the SENDCo will contact them, if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the teacher and the SENDCo will agree, in consultation with the parent and the pupil, the needs, outcomes and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Records will usually be maintained in the form of a 'One Page Profile'.

All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the APA's information system.

The triggers for intervention, in addition to and/or different to quality first teaching, based on the practitioner's or parent's/carer's concern about a child, who despite receiving appropriate early education experiences and differentiated learning opportunities are, that the pupil:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.

- Continues working at levels significantly below those expected for children of a similar age in certain areas (an academic year behind);
- Presents persistent emotional and/or behavioural difficulties, which are not reduced by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.

The support and intervention provided, group/1:1, should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge. In all circumstances the child will continue to be taught all or most of the time in the classroom, supported through flexible grouping strategies and by taking part in possible interventions.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil, working closely with any teaching partners or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

The effectiveness of the support and the impact on the child's progress will be reviewed in line with the agreed date. The impact of the support provided, along with the views of the pupil and their parents, should feedback into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil at regular Parents' Evenings, One Page Profile (OPP) review meetings and Education, Health Care plan review meetings. Parents are encouraged to support the targets at home.

Outside Agencies

At any point specialist assessment and advice may be sought from external agencies. Their input will lead to more specifically - focused provision. The pupil will continue to receive provision within the classroom for most of the time, with targeted adult support given when available by a TA. There will be an increasingly individualised programme for the child within the context of an inclusive curriculum. The pupil's classroom performance may be monitored more closely. They may continue to be withdrawn for tuition in a small group setting or 1:1 with a TA to work on an appropriate programme drawn up with advice from external professionals. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working with the child directly. The delivery of the interventions recorded in the OPP will continue to be the responsibility of the class teacher.

The triggers for referral for seeking help from outside agencies could be that, despite receiving a personalised programme and/or concentrated support, the child:

- ✦ continues to make little or no progress in specific areas over a long period.
- ✦ despite intervention makes little to no progress
- ✦ continues working at a curriculum substantially below that expected of children of a similar age.
- ✦ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- ✦ has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- ✦ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Education, Health and Care Plans

For some children, the support provided by APA with advice from outside agencies may not be enough to enable adequate progress and require funding beyond that which is allocated to the pupil, because the pupil's needs are so complex and cause substantial barriers to learning request for an Education, Health, Care Plan assessment would be made in consultation with parents and specialist external agencies.

The LA will seek information about the child's learning difficulties and progress and the provision already being made from the school and external agencies. On the basis of all the information available, the LA will decide on whether a statutory assessment is necessary.

If a decision is taken to make a statutory assessment, the LA will seek parental, educational, medical and psychological advice, or advice from Social Care and other appropriate agencies. The views of the child must also be ascertained if possible.

Following the assessment, the LA may decide to draw up an Education, Health and Care Plan. The Education, Health and Care Plan will detail all the child's special educational needs and the provision which the LA considers appropriate to meet the needs described. Objectives and arrangements for monitoring progress will also be included. The provision may include specialist teaching time or Teaching Assistant time, specialist equipment, or specialist support and advice for the teaching staff. APA aims to work closely with specialists involved in the support of children with Education, Health and Care Plans and to make the most of additional resources provided.

6. Supporting Emotional Wellbeing and Mental Health

Ashperton Primary Academy Trust also recognises that pupil performance and wellbeing are synonymous. Children cannot learn if they do not feel safe or if health problems create barriers to learning.

Pastoral support is well considered at APA. We are able to support every child's needs. We have TAs trained in emotional literacy (ELSA), which means we are able to support the emotional needs of all of our children. Nurture also takes place through teachers who are kind, compassionate and good listeners; groups who are supported through hobbies they enjoy such as cooking, caring for our wildlife, becoming gardeners and of course through our very special members of APA – our therapy Guinea pigs. Some children are supported with personalised support plans, behavioural plans and sensory regulation support.

7. Monitoring and Evaluation of SEND Provision

Progress Reviews

Progress reviews for all children with a One Page Profile (OPP) are held every term. The review considers the following questions:

- ✦ What are the child's current levels of attainment?
- ✦ What progress has the child made towards meeting the outcomes?
- ✦ What are the parents'/carers' views of the child's progress?
- ✦ What are the child's views of their progress?
- ✦ Is the current provision appropriate to the child's needs?
- ✦ What are the next steps in learning?
- ✦ Have there been any significant changes to the child's circumstances?
- ✦ Have there been any significant changes in the child's special educational needs?
- ✦ How will the child's progress be assessed?
- ✦ Are there any particular strategies that have led to improvement?
- ✦ Are there any particular requirements to promote inclusion?

Statutory Annual Reviews

For a child who has an Education, Health and Care Plan of Special Educational Needs, the LA has a statutory duty to formally review his/her Education, Health and Care Plan, at least annually. Annual Review Meetings are organised in school by the SENDCo.

The following requirements apply to review:

- ✦ The child's parents, a representative of the school, a local authority SEND officer, a health service representative and a local authority social care representative **must** be invited and given **at least two weeks'** notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- ✦ APA or other institutions **must** seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least **two weeks** before the meeting.
- ✦ The meeting **must** focus on the child's progress towards achieving the outcomes specified in the EHC plan and on what changes might need to be made to their support to help them

achieve them. Children and parents should be supported to engage fully in the review meeting.

- ✦ APA **must** prepare and send a report of the meeting to everyone invited within **two weeks** of the meeting. The report must set out recommendations for adjustments to the EHC plan, and should refer to any difference between the school's recommendations and those of others attending the meeting.

The review aims to:

- ✦ Assess the child's progress towards achieving the outcomes within Education, Health and Care Plan.
- ✦ Review the educational progress made by the child.
- ✦ Consider the effectiveness of the Education Health and Care Plan in light of the child's progress;
- ✦ Set desirable outcomes for the coming year or determine whether amendments to the Education Health and Care Plan are necessary.
- ✦ Record information which APA and other professionals can use to plan provision and support for the child.

LA Review

- ✦ Within four weeks of the review meeting, the local authority **must** decide whether it proposed to keep the plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parents and the school.
- ✦ If the plan needs to be amended, the local authority should start the process of amendment without delay.
- ✦ If the local authority decides not to amend the plan, they **must** notify the parent of their right to appeal, the time limits for doing so and about disagreement resolution, mediation and parent partnership services.

Monitoring and Evaluating the Success of the Education provided for pupils with SEND

APA, including the Trust Board, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Trust Board reports annually upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:

- ✦ Regular observation of teaching by the Senior Leadership team, SENDCo, and Subject Leads.
- ✦ Analysis of tracking data and the attainment and achievement of different groups of pupils with SEND.
- ✦ Scrutiny of teachers' planning and pupils' work – carried out by the Curriculum Leads, Subject Leads and SENDCo.
- ✦ Views of parents and pupils.

- ✦ Monitoring by the SEND trustee;
- ✦ Maintenance of assessment records;
- ✦ Baselining and progress of intervention;
- ✦ Meetings between SENDCo, class teachers, TAs and parents.
- ✦ Pupil progress meetings.
- ✦ Outcomes of OPP and EHCP reviews.

Based on the above, APA reports annually upon its successes and identifies aspects for future development.

Record Keeping

Records are kept for each child including the nature of the difficulties, provision, involvement with external agencies, review records, progress and intervention logs, OPP and EHCP documentation.

All staff are responsible for maintaining and updating the records. The SENDCo is responsible for overseeing and monitoring the record keeping system with regards to pupils with SEND.

All records are kept in compliance with GDPR regulations, as detailed in APA's Data Protection Policy.

8. Working in Partnership with Pupils and Families

Ashperton Primary Academy Trust actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. With reference to the SEND Code of Practice, APA will:

- ✦ Involves the parent/carer, wherever appropriate, in decision making regarding the methods by which their child's individual needs will be met;
- ✦ Invites the parent/carer to attend meetings about their child;
- ✦ Encourages the parent/carer to be actively involved in working with their child and supporting learning in the home;
- ✦ Encourages the parent/carer to comment upon their child's provision;
- ✦ Ensures that the parent/carer is aware of their rights to appeal regarding aspects of child's SEND provision;
- ✦ Aims to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

The SENDCo holds details of the service available to all parents of children with SEND, provided by SENDIASS and a link is provided on the school website [Herefordshire \(hwsendiass.co.uk\)](http://Herefordshire.hwsendiass.co.uk) Parents are encouraged to make use of the service, which include consultations regarding possible solutions to disagreements or difficult situations, home visits, help with form filling and attending meetings with parents.

Children with SEND:

Pupils are involved in their education plans from the onset. SEND children are encouraged to give their opinions on their progress and suggest ways in which further progress may be helped. They are involved in setting targets to work towards in the next term, which they feel are achievable yet challenging.

All pupils are made aware that they can speak to either their class teacher or to the SENDCo privately and in confidence about any matters that concern them.

Following a risk assessment, children with SEND can attend outings organised by the school, with appropriate adult support as necessary, unless the child's safety is at risk. As with all children in the school, the safety of the child is of paramount importance and must be considered. Reasonable adjustments will be made in order to include all children on the educational visit.

9. SEND Information Report

The school publishes its SEND Information Report annually in accordance with The Special Educational Needs and Disability Regulations 2014, Regulation 51 and Schedule 1. See appendix 1 for further guidance.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (September 2014, January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014.
- SEND Code of Practice 0-25 (Jan. 2015).
- Herefordshire Guidance on the School and Local offer.
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015.
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013.
- Early Years Foundation Stage (July 2023).
- SG1 Child Protection and Safeguarding Policy and Procedures.
- SD2 Accessibility Plan.
- GN9 Complaints Policy and Procedure.
- Teachers Standards 2021.

10. Transition Support

APA aims to make transitions as easy as possible for all of our children. When a new child is due to start at APA, we will:

- Meet with the child and parents/carers to discuss any additional needs and answer any questions about school.
- Speak with staff from the child's previous setting, for children starting Reception in September we will also: offer taster sessions in the Summer term.

When a child is moving to a new class we will:

- Introduce the child to their new teacher, teaching assistant and classroom. This is achieved through transition days, we are thoughtful about easing transition through sending a familiar TA/teacher up with the class. Time is also spent in the classroom additionally if needed.
- Final Pupil Progress meeting of the year, both current and receiving teacher are present for information. Staff are made aware of the children they will be receiving and their folders of information.
- Interventions from the Summer term are carried on for the first few weeks of the new Autumn term.
- Additional handover sessions when all relevant information is passed from the existing teacher to the new teacher so they are fully aware of any specialised requirements children in their class may have. Any equipment is passed on.

When a child is moving to new/secondary school we will:

- Arrange for pupils to visit their new school and ensure additional days are arranged for children who need them.
- Liaise with the SENDCo of the receiving school.
- Ensure all assessment, SEND and other information is handed over to enable the new school to prepare effectively for the children.
- If your child has an Education, Health and Care Plan the Secondary SENDCo will be invited to their Y6 Annual Review or a similar meeting to ensure the new school is aware of your child's individual needs.

11. Training and Continuing Professional Development (CPD)

All staff teaching, supporting and working with children with SEND are encouraged to attend appropriate training sessions. These are recorded termly in the Head's Report to the Trust Board.

The SENDCo attends training days, meetings and conferences on relevant SEND matters which are organised by the LA and other bodies.

The SENDCo, Headteacher, Teachers and Teaching Partners report back to staff on training received and the SENDCo ensures that staff are updated on SEND matters and changes to policy etc.

The SENDCo holds meetings with new and existing teachers and TAs to discuss school SEND policy and practice and explain the system of record keeping etc.

Teaching Assistants and non-teaching staff are encouraged to attend training to increase their role effectiveness. Relevant training will be drawn to their attention by the SENDCo or Head teacher. Where their role requires specialist training, this will be provided.

12. Accessibility

APA has an Accessibility Plan to:

- a) Improve the physical environment of APA for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- b) Increase the extent to which disabled pupils can participate in APA's curriculum.
- c) Improve the delivery of information to pupils with disability.

APA ensures that the Equality Act 2010 duty to make reasonable adjustments and the requirement to publish a school accessibility plan is met.

13. Dealing with Complaints

Parents are invited to discuss problems with the Class Teacher in the first instance or thereafter the Headteacher. If this fails to resolve the issue parents will be directed to the APA Complaints Policy and Procedure (GN9)

14. Admission Arrangements

The Headteacher is responsible for the admission arrangements which accord with those laid down by the local authority. APA acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. Parents of children who have an Education, Health and Care plan and young people who have an Education, Health and Care plan have a right to ask for a particular school or college to be named in the plan and for a personal budget for their support.

15. Review and Approval of the Policy

This policy will be reviewed annually by the SENDCo, Headteacher and Trustees.

Other Policies

This policy does not stand alone; it operates in conjunction with others. The following policies are of particular importance:

- ✦ GN7 Equality Information and Objectives Policy
- ✦ SG48 Behaviour Management Policy
- ✦ SG7 Physical Intervention Policy
- ✦ SG19 Anti-Bullying Policy
- ✦ GN1 Admissions Policy 2026-2027
- ✦ SG1 Child Protection and Safeguarding Policy and Procedures
- ✦ SG20 Administering Medication Policy
- ✦ CU11 English as an Additional Language (EAL) Policy
- ✦ F20 Data Protection Policy

Safeguarding must be a priority for all those who support children with SEND. Any concerns regarding the safety or wellbeing of any child with SEND must be immediately reported through the school's referral process to the DSL (Headteacher) or DDSL in their absence.

Next Review Due: September 2027

Appendix 1

SEND Information Report Guidance

Ashperton Primary Academy Trust Board has a legal duty to publish information on the APA website about the implementation of the Trust Boards policy for pupils with SEND.

The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer:

- identifying children and young people with SEND and assessing their needs;
- assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- securing expertise among teachers, lecturers or other professionals to support children and young people with SEND;
- assessing and evaluating the effectiveness of the provision they make for children and young people with SEND;
- enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting;
- supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

The above should include arrangements for supporting children who are looked after by the local authority and have SEND.